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| **MA 2011 Code** | **MA 2011 Standard (with Focus Highlighted)** | **Resources** | **Key Vocabulary** | **Assessment** | **Pacing** |
| 3.MD.1 | Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | “What Time Is It” (10-min Math Routine, Investigations Unit 5 Inv. 3 & 4)  I Have, Who Has?  Time Check Game (attached)  Time on an open number line (teacher posed problems)  -------------------------  Teaching Children Mathematics called "The Language of Time", by Fredda Friederwitzer and Barbara Berman. Volume 6, Number 4. December, 1999. (Page 254.)  Attached Teaching Children Mathematics Article about Time on Open Number line. | Hour hand  Minute hand  Analog clock  Digital clock  Clock face  A.M. (or AM)  P.M. (or PM)  Time to the minute  Minutes before  Minutes after  Quarter after/to  Half past  \_\_\_ minutes to  Time interval  Elapsed time  Open number line  Forward  Backward | **Benchmark Testing**  **Teacher Observations** | Include this standard as a regular routine.  See Teacher note. |
| **LPS Teacher Notes:**  Standard 2.MD.7 (time to 5-minute intervals, progression of time, ie 60 sec = 1 minute) should be reviewed during transition year.  Suggested Review Standard from Grade 2: 2.MD.7 and 2.MD.MA.7a (telling time to 5 minutes)  Activities relating to time and elapsed time (time intervals) should be considered as a regular routine for third grade students.  **Pacing: By end of September:** Review of prior instruction (August-September). Time intervals to nearet 5 minute increment.  **By end of December:** students read/write analog clock times to the minute (Performance Objective 1)  **By end of April:** entire standard including representation using open number line. (Performance Objectives 2-5)  Teaching the structure of “I Have, Who Has” activity (also available in hour/half-hour increments) will allow teacher to differentiate activity cards for practice in time to the minute. Use of this game allows teacher to informally assess which students have mastered previously taught standards. | | | | | |

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| 3.OA.7 | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers | I Have, Who Has activities for multiplication facts <http://www.mathwire.com/whohas/whohas.html>  Continued practice with Array Games from Unit 5 (Sessions 3.4 & 3.6) to encourage fluency.  Multiplication/Division Triangle Flashcards  <http://goodland3rdgrademath.wikispaces.com/file/view/multdiv+fact+triangles.pdf>  See Web Resources for online suggestions. | Factor  Product  Fact family  Related fact  Double  Near Double  Multiple of | District Pre & Post  Teacher formative assessments and observations | Use routines throughout year AFTER completion of 3.OA.1 – 3.OA.7 units  See Teacher note |
| **LPS Teacher Notes**  Pacing on this routine:  **By End of January:** Students should know from memory all facts for 0s, 1s, 2s, 5s, and 10s  **By End of June:** Students should know from memory all of the above facts plus 3s, 4s, 6s, 7s, 8s, and 9s | | | | | |